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ABSTRACT

This guide provides ideas for using the book, "Anthony Burns," by Virginia Hamilton, in adult General Educational Development classes. The book tells the story of a slave who escaped to freedom, but because of the Fugitive Slave Act was returned to slavery until a benefactor bought his freedom. The paper first discusses general ideas for structuring the classes; it then suggests activities for each of the 20 chapters of the book and culminating activities. Activity sheets and an adaptation of Manzo's Guided Reading Procedure are included, along with a synopsis of the teacher-author's pilot testing of the book. (KC)

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Ohio Literacy Resource Center

Enhancing adult literacy in the State of Ohio

Teacher To Teacher

ED 414 509

Trade Book Teaching Ideas from the OLRC Reading Group

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Anthony Burns

Author: Virginia Hamilton

Summary: The subtitle of this book is "The Defeat and Triumph of a Fugitive Slave." Especially appropriate for use in GED classrooms, **Anthony Burns** is based on fact and includes a timeline and historical footnotes. Hamilton fills out the details to create a well written and compelling story. Anthony Burns was a slave who escaped to freedom but because of the Fugitive Slave Act was returned to slavery until a benefactor bought his freedom.

Teaching Ideas

Before beginning to read the book, tell learners that the book relates to a captured slave. Then ask them to share what they know about the time period, 1839-1854 in the U.S. Individuals (better yet, pairs or small groups) could begin to fill out K-W-L charts (copy attached). When individuals/ groups have finished, convene the whole group and make a group K-W-L chart on a large sheet of chart paper. Invite learners to elaborate on information from their individual charts. Hang this somewhere in the room, and encourage individuals to save theirs, too, as the charts will be used throughout reading of the book.

Provide each learner with a pad of sticky notes. Tell them to use these as they read when they come across something they want to talk about or write about.

Ask students to keep track of new, difficult, or interesting words as they read in their journals. They can write the sentence containing the word in their journals, underline the word, and note the page number where it appears. Every 2 or 3 chapters, invite students to share these words with one another and do some vocabulary teaching, as necessary.

Chapters 1 and 2:

Read these aloud to learners; have them read along or just listen (student choice). Then ask learners to:

A. add information to the K-W-L chart.

B. write open-ended responses in their journals. Then invite them to share these with others. Then ask students to identify what they see as the major issues in the book. (This might be a good time to introduce Hamilton's use of flashbacks by asking students to speculate about why she goes back and forth in time.)

C. ask pairs or groups to begin working on the chart about Anthony (attached). Students should remember who they worked with, as they will add more to the charts as they read.

Chapters 3 and 4:

Students read these independently.

A. Ask students to add to the K-W-L chart and to their charts about Anthony. Remind students that they need to justify additions that they make.

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B. Ask pairs or small groups to 1) read each sentence below; 2) decide if they agree or disagree with it; and c) make notes about the reasons for their decisions. After small groups have completed their work, invite whole-group discussion.

Asa Butman had the right to capture Anthony.

Anthony should not have written to his Virginia pastor.

Mamaw did what she could for Anthony.

Laws must be obeyed.

Chapters 5 and 6:

Students read these independently.

A. Ask students to add to the K-W-L chart and to their charts about Anthony. Remind students that they need to justify additions that they make.

B. Form five groups. Ask each to choose a character, reread the chapters, and write a one-paragraph description of this person's perspective on Anthony's situation. When groups have finished, ask them to share their paragraphs with the whole group.

Anthony

Reverend Theodore Parker

Colonel Charles Suttle

Judge Loring

Richard Henry Dana

Chapter 7:

Read aloud with students listening or reading along (their choice).

Chapters 8 and 9:

Students read independently.

A. Ask students to add to the K-W-L chart and to their charts about Anthony. Remind students that they need to justify additions that they make.

B. Ask pairs of students to look again at the speeches (beginning on p. 75) given by Samuel Howe, Reverend Theodore Parker, John Swift, and Wendell Phillips. Ask them to consider 1) how each tried to persuade the crowd, 2) which speaker was most effective, and 3) why. Convene a whole-group discussion that focuses on these issues after pairs have completed their work.

Chapter 10:

Read aloud with students reading along or listening (their choice). Invite additional discussion about the author's use of flashbacks. Suggest that students write in their journals (and then share, if they wish) about one or more of the following: 1) open response, 2) describe how Anthony relates to his peers, 3) describe how Anthony relates to white people. If enough students choose the descriptions, follow up with discussion of the advantages and disadvantages of Anthony's choices. A piece of comparison-contrast writing could easily follow.

Chapters 11-13:

Students read independently. Then

A. Ask students to add to the K-W-L chart and to their charts about Anthony. Remind students that they need to justify additions that they make.

B. Ask the group to select one or more of the following questions. Then conduct a Think-Pair-Share activity: 1) individuals jot notes about their personal answers for the questions; 2) pairs or triads share their answers and talk more about the questions; and 3) the whole group hears what small groups have decided.

Some characters in this book try to work within the law, and others work outside the law. Which do you think is the more effective strategy? Why?

What do you think of President Pierce's assessment of the situation (p. 97)? Why?

What are the advantages and disadvantages of the plan to buy Anthony's freedom?

What has the role of the church been so far?

What has the role of the government been so far?

Chapters 14 and 15:

Students read independently. Then

A. Ask students to add to the K-W-L chart and to their charts about Anthony. Remind students that they need to justify additions that they make.

B. Conduct a Guided Reading Procedure (see explanation attached) with the court scene described in Chapter 15. The final product should be a summary of Colonel Sutter's case.

Chapter 16:

Read to students while they read along or listen (their choice).

Chapter 17:

Students read independently. Then:

A. Ask students to add to the K-W-L chart and to their charts about Anthony. Remind students that they need to justify additions that they make.

B. Conduct another Guided Reading Procedure (see explanation attached). This time the final product should be a summary of the defense case.

Chapter 18:

Students read independently. Then ask them to add to their summaries of the prosecution and defense cases. (Note: Pairs or triads here.) Finally, ask groups to decide which side has the strongest case and to state their reasons for this decision. Invite whole group discussion.

Chapters 19 and 20:

Read to students while they read along or listen (their choice).

Culminating Activities:

A. Ask pairs of learners to do Web searches on major figures. Have them read and summarize the information they find and then share information with the rest of the class.

B. Ask students to prepare a timeline of major events in the story, with particular emphasis on the Fugitive Slave Act.

C. Ask students to use their "Anthony charts" to develop character sketches.

D. Ask students to complete their K-W-L charts. Ask them to summarize what they learned. If students have additional questions, find ways for them to get answers.

E. Ask groups of students to find their favorite scenes in the book and prepare Reader's Theater scripts for them. (No props or memorization of roles is necessary.) Invite groups to perform their Reader's Theater scenes for one another.

F. Students may be interested in doing an author study of Virginia Hamilton (an Ohio resident and a highly acclaimed author). See Recommended Trade Books... for several other Hamilton titles.

G. Students may be interested in learning about other African American heroes. See Recommended Trade Books... for many other titles that could provide material for such a study.

Field Testing

Anthony Burns was field-tested in two locations, one in the northwest section of the state and the other in the southwest, in 4 classes with a total of 36 students, mostly women, aged 18-62 years. One Spanish speaker had difficulty with the reading but enjoyed discussing it with others so much that she kept up with the class despite reading and rereading. Poor attendance in one class made continuity difficult. Also, students' lack of a sense of the historical period in one class interfered with the project.

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Teachers' Changes and Additions:

One teacher did not use the K-W-L and Anthony charts while the other incorporated them into an Anthony Burns Journal with vocabulary and journal-writing pages. Kathyrn Jackson has permitted us to include her Anthony Burn's Journal for your use.

One teacher related the word "johnnycake" to a local road called Johnnycake Ridge and discussed why it might be so named.

Readers' Responses:

When a student questioned the use of Black English in the book "when they were supposed to be learning good English," the teacher capitalized by referring to the different styles used in literature available in the classroom and then opened the subject to discussion. The discussion was so animated that a student was prompted to remark that she liked the way language was used to depict Anthony "as though he were really thinking."

One student, who was originally from the South, identified so strongly with the story that she "could just taste the cornbread and greens."

Publication Information: New York, Random House, 1988. ISBN 0-679-83997-6 (paper).

Reminders: ABLE teachers can order this book from Book Wholesalers, Inc. for 40% off list price. For other recommended books, see Recommended Trade Books for Adult Literacy Programs, available from ABLE Directors, public librarians, or online <**http://literacy.kent.edu/Oasis/Resc/Trade/index.html**>. Call the OLRC for details.

THE OHIO LITERACY RESOURCE CENTER IS LOCATED AT KENT STATE UNIVERSITY
414 WHITE HALL, P.O. BOX 5190, KENT, OH 44242-0001
1-800-765-2897 OR 330-672-2007 EMAIL ADDRESS: olrc@kentvm.kent.edu
WEB SITE: literacy.kent.edu

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Know	Want to know	Learned

	YOUNG ANTHONY	ADULT ANTHONY
STRENGTHS		
RELATIONSHIPS WITH OTHERS		
REACTION TO DIFFICULTY		
OTHER NOTES		

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ADAPTATION OF MANZO'S GUIDED READING PROCEDURE

Purpose: to promote making decisions about what has been read;

to encourage reading for different purposes; and

to help readers learn to organize information from material they have read.

Materials: Narrative or informational materials are appropriate. Materials that take about 10 minutes to read work best.

Procedure:

1. Students read silently. When finished, they turn materials face down.
2. Teacher asks students what they remember. Recalled information is written on the chalkboard.
3. Teacher provides a post-reading task (e.g., write a summary paragraph, create a map, prepare an outline). Students then return to the material, looking for additions, deletions, and corrections necessary in light of the post-reading task.
4. Discussion resumes with students suggesting possible additions, deletions, or corrections and offering reasons for their choices. The group decides if and how the information on the chalkboard should be changed.
5. Pairs of students organize the information on the chalkboard and complete the post-reading task.
6. Pairs share their products with each other, again offering reasons for their choices, where appropriate.

Variations:

1. After students are accustomed to the procedure, they can work in groups without the teacher's direct involvement. One person in each group should serve as recorder.
2. Non-text experiences (e.g., class discussion, science experiment, A-V presentation, guest expert) can also provide the stimulus for recall, discussion, and organization.

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My Journal

for

ANTHONY BURNS

The defeat and triumph of a fugitive slave

---

by Virginia Hamilton

Longfellow ABLE Center

Room 202 Mrs. Jackson

Name _____

JOURNAL

This section is for your journal entries. A short reaction or comment after each chapter is the least you should do. Some chapters will cause more reaction than others, so you will want to write more about those chapters than about the others.

Journal entries are personal thoughts, opinions, and feelings that you write down in a special place. A journal is personal; therefore, I will not be judging or grading your writing, your spelling, or your thoughts.

Each entry in your journal should include the date and the chapter number. Following these just write down how the story or one of the characters made you feel or what you thought about. Some times something we read can make us think of things from our past experiences whether or not they are directly related. A journal is where you can freely record whatever comes to mind; it is for your creativity and expression.

Happy writing!

VOCABULARY

On the following pages list words from the story that are new to you or are used in a way new to you. List the word first, then write the sentence or phrase where you found the word, and, lastly, write the definition in words that you understand. Writing a sentence of your own using the new word can help you remember the word, but it is not required.

These examples are words that you may or may not know already. List your vocabulary words in the same way.

abolitionist -

page 4 "Now it was used by Christian abolitionists who in the present year, 1854, prayed and preached against slavery."

An abolitionist was someone who wanted to abolish slavery.

buckra -

page 5 "Never let a buckra - a man who is white - know what you are thinking."

Buckra is a degrading term for a white man.

overdoer -

page 10 "Behind the sunlight came the overdoer, Big Walker."

Overdoer is another word for overseer. An overseer is a supervisor; in the old South the overseer was often one of the slaves who made sure the other field-hand slaves kept working.